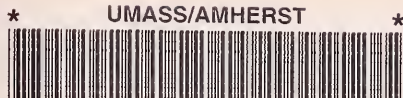


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A Transition Handbook For Families

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TURNING 22: A Transition Handbook For Families

Developed by the Transition Assistance Project
of the Bureau of Transitional Planning

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The Commonwealth of Massachusetts

Executive Office of Human Services

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MICHAEL S. DUKAKIS
GOVERNOR
PHILIP W. JOHNSTON
SECRETARY

December, 1989

Dear Parents and Families,

This year, the "Turning 22" program celebrates five years of providing transitional planning services to young adults with severe special needs. With your help and advice, we have witnessed tremendous success. Thousands of people have been planned for as part of this new state law. Approximately 3,200 individuals currently receive state and federally funded day-employment, residential and support services.

Since families play such a vital role in the transitional planning process, it is essential that you have the information you need. To enhance your involvement in the "Turning 22" program, we have developed the "Transition Handbook" to help you understand the complex issues facing young adults with severe special needs. This handbook will assist you in working with your local school and human services agencies. It stresses the importance of planning early for transition. The handbook includes many different kinds of resources to help you and your child through the transition years.

I hope the "Transition Handbook" will prove useful to you!

Sincerely,

A handwritten signature in cursive script that reads "Mary Ann Walsh".

Mary Ann Walsh,
Director
Bureau of Transitional
Planning



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<http://archive.org/details/turning22transit00mass>

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1 INTRODUCTION TO TRANSITION

What is transition?

Children eventually leave a protective school setting to enter a demanding adult world. Parents gradually learn to let go as their children gain independence. Transition means moving from one stage of life to another. Transition means change, and change is sometimes difficult. Advance planning before transition begins can help.

Parents and families play an important role in planning for the transition of children with special needs. Your child can lead a rewarding adult life after leaving school. Your child can live, work, and have friends in the community. You can help your child to learn skills, to receive needed services, and to meet the challenges of an active adult life.

To achieve these goals, you should start thinking about and planning for the future now. Planning for transition can begin as early as elementary school, as you introduce your child to the world beyond home and the classroom. In middle school, you may set long-term goals for the day your child is an adult working and living in the community. As your child progresses through high school, you can change those goals or add specific objectives which best reflect the social, vocational, and everyday living skills your child needs in real-life, adult settings.

To help set realistic goals for your child, you may want to know the kinds of adult services and opportunities available. With the help of your local school and state human services agencies, you and your child can look into a variety of residential living, vocational, and recreational options in your community.

Your child needs a variety of skills to take advantage of the best and most appropriate options you have considered. You can work with your school to develop an individual education plan which includes activities set in the community. Your child can gain practical, everyday life skills and real work experience while in school.

Finally, you need to know how to help your child get the best available education and adult services. You can work with other parents and concerned professionals to ensure provision of services your child needs for a high quality of life.

This handbook presents a starting point in planning the transition from school to adult life for families and children with special needs.

Chapter 766

You are probably familiar with Chapter 766. If not, learning about this Massachusetts law is your first step. Chapter 766 guarantees a free and appropriate education to all children between three and twenty-two years old. It entitles all students with special needs to an education in their local schools. Parents work with the school to create an Individual Education Plan (IEP). The best way to get educational, vocational, and transitional planning services for your child is to have the need for those services documented in the IEP.

Once a person graduates from school, or turns 22, Chapter 766 services stop. You need to know what your options are before your child accepts a high school diploma. Graduating with his or her class may not be in the best interest of your child. You and your child do not have to accept an IEP that proposes early graduation or waives your child's right to take a basic skills test. If your child is under age 22, you should continue special education until you are satisfied that further special education services are not needed.

If, at any time, you disagree with the contents of the education plan, you have the right to appeal. You can begin the appeal by checking the box that says "I do not accept" and returning the signed education plan. The school sends a copy of the rejected plan to the Bureau of Special Education Appeals (BSEA). Depending on the situation, BSEA uses informal mediation or a formal hearing to resolve disputes.

For more information on Chapter 766 contact:

- Federation for Children with Special Needs
(617)482-2915 OR (413)562-3691
- Massachusetts Department of Education, Division of Special Education
(617)770-7468
- Office For Children (OFC)
(617)727-8900

Chapter 688

Chapter 688, also called the Massachusetts "Turning 22 Law," was enacted in 1984 to help families effectively plan for the future. The intent of the law is for you, your child, your school, and your local human services agencies to work together to develop an Individual Transition Plan (ITP). The law created the Bureau of Transitional Planning (BTP) within the Executive Office of Human Services (EOHS). The BTP monitors each plan and helps coordinate everyone's efforts. It gives guidelines, sets timelines, and assigns responsibilities to complete the plan.

Most students leaving special education go to work or go on to higher education. They are able to lead independent lives as adults after the support of special education is gone. Every year, however, about 1,000 Massachusetts students leave school and need continuing services. Young adults with severe disabilities may need services from human services agencies throughout adulthood. Chapter 688 provides a process to plan for a variety of services from one or from several human services agencies.

When your child turns 22, entitlement to special education services ends. Nothing automatically guarantees that the services will be there for your child after turning 22. **Chapter 688 is not an entitlement program.** Money to fund adult services may depend on the annual state budget. That's why you, your child, your local school, and your local human services agencies should begin planning for transition during elementary and middle school years.

For Your Consideration

Here are some questions for you and your family to think about and talk about before the transition years begin. Each of the questions raised here will be discussed in the following sections.

- What kind of school program does your child need? Is the program integrated so your child has a chance to learn from others with and without disabilities?
- Where will your child work? What kind of job training and support does your child need? Does the program offer paid work in an integrated setting?
- Where will your child live? Can your child live independently? What kind of residential support will be needed?
- What kind of family support services are available? What is respite care?
- What will your child do for fun and leisure?
- What financial assistance and medical insurance will be needed? What's available? When and how does your child qualify?
- Can your child work and still receive benefits and medical coverage?
- Does your child need a guardian? What are your guardianship options? What is the procedure to become a legal guardian?
- How can you plan for the financial well-being of your child? What is estate planning? Is it necessary? How do you do it?
- How are adult services affected by the annual state budget? How does the budget process work?

2 GROUNDWORK FOR TRANSITION

What is Transitional Planning?

Transitional planning is what we call the efforts of parents, students, schools, and human services agencies working together to identify services that students leaving school need to lead rewarding adult lives. Successful transitional planning ends when your child moves smoothly from school to the community after age 22. Before you can build that system of services, you need to lay a foundation of financial, medical, and legal support. You need to begin that planning process with your local school.

Education and Vocational Training

The Individual Education Plan (IEP) is the place to begin your child's transition to independence. The people most familiar with your child's needs should be part of each IEP meeting. You and your child should be active participants. It is the ideal time to decide if services will be needed beyond age 22.

In terms of transition, one question is the test for every part of the education plan: **How will the skills being taught help your child lead a satisfying adult life?**

The goal of your child's education should be preparation for adult life. This means having practical, every day skills to live as independently as possible. For most people, living an independent adult life means working and having your own place in the community.

The best way to prepare students with disabilities for adult life is to teach useful skills in real settings. Educators have begun to move away from isolated, segregated classrooms and into a variety of settings around the school and the community. Real life settings are now used to teach academic subjects, social and communication skills, domestic skills, and physical education. Real life settings are also the best places to teach vocational skills.

Your child can begin to learn about the world of work as early as elementary school. Teachers and families can create opportunities for students to learn about workers and what they do by watching people work, talking about different kinds of work, and helping with household chores.

By middle school, your child should feel comfortable practicing basic work skills and work routines. The school cafeteria, library, and office offer good opportunities for work tryouts. Children with severe disabilities also need as much experience as possible working in their own community, outside of school.

Job training should be a major part of your child's high school years. It's ideal if your school uses vocational training sites in the community. In addition to job training, your child will learn other practical skills like getting to work, getting along with co-workers, operating a vending machine, ordering lunch, cashing a paycheck, and shopping.

Several kinds of vocational training have been developed over the years. Many schools and adult agencies offer more than one kind of program. Find out what kinds of programs exist and what's available for your child. Talk with other parents. Visit schools and adult agencies. Observe training programs in action. Ask questions. It's up to you and your child to decide what kind of program is best.

Sheltered workshops are not the only option. Many kinds of training, both integrated and non-integrated, are available. (See the glossary for more about vocational training terms.)

Every three years the school completes a full evaluation of your child's educational needs. When your child reaches middle school age, a vocational assessment should be part of that evaluation. If the school provides occupational therapy, the therapist may assess your child's workshop skills by offering samples of assembly, packing, and sorting tasks. These methods do not address skills needed in real work settings.

As a parent, you have the right to request an outside evaluation by a vocational evaluator. Make sure your child's vocational skills are assessed in real work settings. This method is called a situational or ecological assessment.

By middle school age the IEP should address vocational training goals based on that assessment. Specific objectives should list real job sites where skills will be learned. You may want to contact a local rehabilitation agency at this point to find out what training services and job possibilities will be available when your child graduates. Invite a rehabilitation counselor to the IEP meeting. Include goals and objectives that teach skills needed in adult life.

The IEP Meeting

The following questions should be discussed and settled in the IEP meeting.

- What is the most realistic education plan for your child? How does the plan prepare your child for adult life?
- What vocational training does your child need? What are your child's interests?
- What opportunities does the plan offer your child to develop social skills and to interact with non-disabled peers?
- What opportunities does the plan offer your child to develop decision-making skills?
- Does your child need help with communication, fine motor skills, or gross motor skills? If the plan includes speech, occupational, or physical therapy, are these skills taught in a natural setting or in an isolated room?
- Does your child need a personal care assistant, or one-to-one aide, in order to participate in the education plan?
- How will your child get to and from the community-based services provided in the plan?
- If your child has a physical handicap, how should an independent living program be part of the plan?

Residential Services

Many different community residences have been established throughout the state. These include group homes, staffed apartments, and intermediate care facilities. The amount of support needed will determine the type of residence best for your child. The degree of supervision ranges from occasional contact to 24-hour coverage. See the sections of the Human Services Guide on Department of Mental Retardation, Department of Mental Health, and Massachusetts Commission for the Blind for more information.

Family Support and Respite Care

The goal of family support services is to help people with disabilities live with their families in their local community. Examples include family support groups, integrated social and recreational programs, and respite care.

Respite care provides a break for families caring for a family member with disabilities. Having someone else care for the person, for even a short period, reduces the amount of stress families experience. Respite care is provided in the family home, in another private home, or in a larger facility.

For more information contact your local service center of the Department of Mental Retardation first. The Department of Public Health (DPH) also has limited funds available for family support services. Contact your regional DPH office for more information.

Recreation Services

Your local YWCA and YMCA offers a wide range of courses and activities in your area. These programs offer opportunities for your child to participate in activities with peers who do not have disabilities. A call to your local "Y" can get you the information you need.

The **Statewide Recreation Network (SRN)** of Boston University offers recreational programs in the greater Boston area, in Marshfield, Lawrence, and New Bedford. SRN publishes a free newsletter four times a year. A new service called SCHOLE provides information and referral for recreation programs around the state and the nation. Emphasis is on access to programs for people with severe disabilities or multiple handicaps. For more information contact: Statewide Recreation Network, 605 Commonwealth Avenue, Boston, MA 02215. (617)353-3235

Special Olympics of Massachusetts offers a statewide program of sports training and competition for people with developmental disabilities. Call (508)774-1501 or (617)353- 3235.

The Easter Seal Society provides information, referral, advocacy, equipment loan, and a variety of social and recreational programs to people of all ages with any kind of physical disability. Contact: Easter Seal Society, 20 Park Plaza, Room 833, Boston, MA 02116. (617)482-3370 or (508)922-8290

Toward Independent Living and Learning (TILL) lists recreation opportunities available in the Greater Boston area for young adults with mental retardation. Call for listings: TILL, 133 East Street, Dedham, MA 02026. (617)329-6150

Independent Living (IL) Centers provide information, referral, and advocacy services for people with disabilities. Additional services vary from region to region. Services may be specific to individual disabilities or cross disability categories. You can participate in the "Very Special Arts" and "Arts Reach" programs through the regional IL Centers. These programs, activities, and services (such as transportation and reduced ticket prices) vary from year to year. The regional IL Centers are:

Amherst's Starvros Program (413)256-0473

Boston Center for Independent Living (617)536-2187

Brockton's Independence Association (508)559-9091

Cape Organization for the Rights of the Disabled, Hyannis
(508)775-8300

Lynn's Independent Living Center of the North Shore
(617)593-7500

Northeast Independent Living Program in Lawrence
(508)687-4288

Pittsfield's AdLib (413)442-7047

Southeast Center for Independent Living in Fall River
(508)679-9210

Towns and cities often sponsor recreation programs which may include activities for people with special needs. Call your local parks or recreation department.

Basic Financial Assistance and Medical Insurance

Before your child turns 18 you should talk with your local social security office about the types of financial assistance available to your child. Early application for benefits will save time later. You can call, write, or visit. Look in your phone book under "United States Government, Social Security Administration," or call (800)234-5772 to find the nearest office.

Several state and federal programs are ready to help: Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), Medicaid, CommonHealth, Kaileigh Mulligan, and Medicare.

Supplemental Security Income (SSI) pays a monthly check to people in financial need who are disabled or blind or older than 64. Not every blind or disabled person can get SSI. Your child's eligibility depends on income and other financial resources. Until your child turns 18, you are considered an "other financial resource." Your incomes are considered together. After your child turns 18, your income and resources will not be considered. Your child will likely be eligible for benefits from SSI.

Social Security Disability Insurance (SSDI) is an insurance benefit. Any disabled person who has worked and has paid into the Social Security system should ask about eligibility to receive a monthly payment from SSDI. If you are disabled or retired and receiving SSDI your child may be eligible to receive SSDI as a disabled child.

Medicaid helps pay medical bills for people with low incomes. In Massachusetts, if you are eligible for SSI, you are automatically eligible for Medicaid. If not eligible for SSI, a person with disabilities may apply for "Medicaid Only." In either case, apply at your local welfare office. You can find it in the phone book under "Massachusetts, Commonwealth of, Public Welfare Department," or call (800)841-2900.

The Massachusetts Commission for the Blind has its own Medicaid program. It's called Medical Assistance for the Blind. If your child is legally blind, call the Commission at (800)392-6450 and ask for the Medical Assistance Unit.

The **Kaileigh Mulligan** program, of the Massachusetts Department of Public Welfare, also offers medical support. Known officially as the Home Care for Disabled Children Program, it provides intermittent, in-home assistance for the medical and daily care needs of children (up to age 18) with multiple handicaps. This support enables families to care for their children with special needs in the child's own home. Contact DPW, Medical Division, at (617)348-5571 or (800)222-2719.

CommonHealth is a new Massachusetts health insurance plan. If not eligible for Medicaid, a working adult with disabilities or a disabled child may apply for coverage. CommonHealth provides access to a full range of medical services, including some which may not be available under your existing health plan. For more information call (800)662-9996.

Medicare is another insurance program of the federal government. Anyone under age 65 who has been receiving SSDI payments for at least two years is eligible. It is also for almost anyone over age 64. Your local Social Security office has all the information.

People can work and still receive Social Security benefits. The Social Security law includes several special rules that allow people with disabilities to work and continue to receive benefits.

If your child is receiving SSI, monthly payments may continue even if job earnings increase. Medicaid eligibility may continue even if your child's income is too high to receive an SSI payment.

SSDI recipients are allowed a trial work period. Benefits continue while the recipient tests work abilities in a real work setting. The situation is assessed after the ninth month. If the trial is a success, regular benefits continue for another three months. Earning over \$500 a month is considered success. An extended eligibility period of 36 months follows the trial period. Medicaid coverage continues and if earnings drop below \$500 a month, benefit checks are re-issued without a new determination of eligibility.

PASS, Plan for Achieving Self-Support, is a program that allows disabled and blind adults to set aside money in order to become self-supporting. Savings must be used to achieve a work-related goal such as education, vocational training, or equipment needed to start a trade or business. Contact your local social security office or your local Association for Retarded Citizens for more information.

Guardianship

The state assumes that at age 18, every person is legally competent to make all decisions in life. Parents are NOT automatically their adult child's guardian. If your child's disability impairs decision-making, you should consider naming yourself or another person as legal guardian.

Establishing guardianship is a probate court procedure. It must be formally requested. It requires a careful evaluation of your child and statements by a licensed physician, social worker, and psychologist.

Total guardianship is difficult to obtain and may not be the best option. The law allows temporary or permanent guardianship with limited or full powers. Other options include naming a representative payee to cash benefit checks, opening joint bank accounts, establishing temporary guardianship limited to medical emergencies, starting a trust fund, and more.

Guardianship can protect your child. It can help you advocate for better services on your child's behalf. However, guardianship can lessen your child's self-esteem. It can rob your child of new experiences and responsibilities such as voting. It can hinder learning, development of new skills, and/or transition to independence.

Several sources can help you consider the guardianship options. Your local **ARC** (Association for Retarded Citizens) has much experience with guardianship decisions. Through the ARC you can get two helpful publications:

A New Look at Guardianship
and
*A Handbook on Guardianship,
Conservatorship and other Options.*

The **Massachusetts Bar Association** can put you in contact with attorneys who specialize in guardianship law.

The Guardianship Team can help you assess the need for guardianship and complete the necessary clinical reports. The team has a physician, social worker, and psychologist who do clinical assessments. The service is free. For more information call (617)642-0262.

Estate Planning

Planning for the day you won't be there for your child is one of the most painful processes you will encounter. No one enjoys estate planning. Up to 70 percent of Americans die without a will. Estate planning is not just for the wealthy. You are the one who has participated in every step of your child's development. You are the only one who can plan for the future best interests of your child.

Most attorneys can handle estate planning. However, few have experience handling estates for the benefit of people with disabilities. It's important to find such an attorney. Your local ARC, the Cerebral Palsy Association, and the Massachusetts Bar Association can help.

Your first step in estate planning is evaluating the level of independence your child is likely to achieve. A plan for a relatively self-sufficient person will be different from a plan for someone who will always be dependent on others.

Next, you should define the kind of care you want your child to receive. What kind of environment will your child live in? Will you appoint a guardian or a conservator? Will you designate a family member to care for your child?

You need to consider what financial resources you can make available. These may include life insurance, annuities, trust funds, and more.

There must be some method to transfer money to your child without jeopardizing eligibility for benefits. If your child is not capable of handling large sums of money, you must assign someone to handle the money on your child's behalf.

A lawyer with experience in disability law can help you do everything you need to establish the right plan for you and your child.

The State Budget Process

Services to adults with disabilities are primarily paid for with state funds. The funds are appropriated by the State Legislature through an annual budget process. The Massachusetts fiscal year begins on July 1 and ends June 30. Planning for the budget begins 10 months before the start of the fiscal year. Debates in the legislature begin six months before the start of the fiscal year.

Agencies of the Executive Office of Human Services meet the first part of September to discuss the following year's budget. Following guidelines from the Secretary of Administration and Finance, they calculate what funds are needed to maintain clients already receiving services and what funds will be needed to serve new clients.

In late October, EOHS submits its recommended budget to the Executive Office of Administration and Finance. The secretariats of Human Services and Administration and Finance adjust the recommended budget to match projected state revenues. In late November, Administration and Finance submits a complete budget to the Governor. Final intra-agency negotiations take place in the Governor's office in an effort to match income with expense and give all agencies a fair share of expansion cuts.

In January, the Governor presents his budget, known as "House 1," to the House of Representatives. The House studies, debates, and amends the budget through April. Once the House passes "The House Budget," it goes to the Senate. The Senate goes through its budget process in May and June and turns out the Senate budget in June.

The House and Senate usually end up with two different versions of a state budget. In mid to late June, a six member conference committee, that includes three members of the House and three members of the Senate, meet to reconcile the differences. The full House and Senate must agree with the conference committee's version, or send it back to the committee.

The legislators' budget is sent to the Governor for approval. The Governor has 10 days to sign or veto the entire budget, or reduce individual line items. The legislature may, by a two-thirds vote, override the Governor's vetos or amendments.

Parent Checklist

The following checklist is meant as a guide to smooth the transition from special education to adult life. This list of recommendations will assist you and your child in exploring transition issues. It may seem like a lot to do, but, remember that schools, adult agencies, and advocacy groups are available to help you.

Elementary School Level

Transition Activity	Contact
Participate in parent advisory council, parent/teacher association, or advocacy group.	Parent Advisory Council, Association for Retarded Citizens, Family support group.
Emphasize good grooming, social and communication skills, and physical fitness.	Family, Teachers
Assign household and classroom chores.	Family, Teachers
Encourage gradual independence. Involve your child in after-school activities.	Family, Teachers, Community Recreation programs
Obtain social security number, check SSI/SSDI eligibility.	Local social security office
Create opportunities for your child to learn about work, what workers do, and what your child may like to do	Family, Teachers

Middle School Level

Transition Activity	Contact
Set allowance for completing chores and encourage your child to manage that money.	Family, Teachers
Identify vocational interests and abilities through exploration in school.	Teachers
Begin travel training in the community.	Teachers, Family, Mobility Instructor
Include vocational and transitional goals in the Individual Education Plan.	Family, Teachers
Make sure schools are providing school or community based vocational training for at least several hours each week.	Family, Teachers
Develop appropriate work behaviors.	Teachers
Investigate summer youth employment program.	Family, Teachers, Local Private Industry Council

High School Level

Transition Activity	Conatact
Be informed about SSI/SSDI, guardianship, estate planning.	Teachers, Human Services Agencies, Attorney
Continue travel training, community awareness, and other work related skills.	Family, Teachers, Mobility Instructor
Emphasize functional abilities related to adult needs.	Teachers
Begin vocational skills training in community settings at least two days each week.	Teachers
Address work behaviors at school and on the job.	Teachers
Keep track of work history with references and list of skills.	Family, Teachers
Find out what family support services are available.	Teachers, Human Services Agencies.
Request a Chapter 688 referral. Are transition related assessments up to date? (vocational, medical, psychological)	SpEd Director, Teachers
Familiarize yourself with the adult service system. Identify a Chapter 688 liaison and begin planning services.	Teachers, Human Services Agencies

Transition Activity	Contact
Explore independent living options (staffed apartments, group homes, etc.)	Teachers, Human service Agency
Consider continuing education options.	Teachers, Human Services Agencies
Learn how to apply for a job and practice interview skills.	Teachers, Human Services Agencies
Insist on actual job placement and paid employment.	Family, Teachers
Explore/visit adult day programs (day habilitation, day/work activity, sheltered workshop, supported work/employment).	Family, Teachers, Human Service Agencies
Plan for transportation services to adult work site.	Family, Teachers, Human Services Agencies
Actively participate in transitional planning meeting.	Family, Teachers, Human Services Agencies, Guidance Counselor, Advocate, SpEd Director.

3 THE TRANSITIONAL PLANNING PROCESS

Who is Eligible for Planning Services?

Chapter 688, the "Turning 22 Law," provides planning for the adult services your child may need past age 22. Eligibility entitles your child to receive a written plan for adult services.

Chapter 688 enforces a commitment from the state's education and human services systems to work together on a plan for your child. However, Chapter 688 does not guarantee that services listed on the plan will be provided. Most adult services depend on funding from the annual state budget.

Your school's Special Education (SpEd) Director may refer your child for Chapter 688 planning services if your child is:

- Currently in a special education program;
- In need of continued services; and
- Unable to work 20 hours or more in competitive, non-sheltered, non-supported employment.

Eligibility for planning services is automatic if, in addition to these three conditions, your child either:

- Receives SSI and/or SSDI based on his or her own disability

OR

- Is registered with the Massachusetts Commission for the Blind.
- If not automatically eligible, your child will be referred to the Chapter 688 Eligibility Unit. This unit will determine if your child is able to work 20 hours or more in a competitive setting. If eligible, formal transitional planning can begin.

If your child is found ineligible for services under Chapter 688, you may appeal the decision, within 60 days, directly to the Secretary of Human Services.

Students who are ineligible for planning services may always request services directly from one of the Commonwealth's human services agencies. Eligibility for these services varies from agency to agency. (See Chapter Four - A Guide to Human Services.)

The main purpose of Chapter 688 is transition - moving a person smoothly from one system to another. A person who has left school and

has turned 22 is no longer eligible to receive Chapter 688 planning services, but may apply directly to a human services agency. Students who have dropped out of school but have not yet turned 22, should re-enroll in school to re-gain eligibility.

The Transition Team

Chapter 688 requires that every eligible student gets an Individual Transition Plan (ITP) before leaving the special education system. The plan identifies the residential, day/vocational, and support services your child needs. The ITP is developed by the student, family, special education director, teachers, and the Chapter 688 liaison. Each member of the transition team plays a needed role for a successful plan.

Students need to make known where they want to work, how they want to spend recreation time, how they want to live. They should participate as much as possible in making these decisions.

Parents, families, and students need to learn about all the service options available. Families should help the student make decisions and adjust to change. The Bureau of Transitional Planning encourages parents to take an active role in planning for transition. If you feel your child will need services beyond age 22, learn about your options and request that the SpEd Director make a referral.

The **Director of Special Education**, or "SpEd Director," of your local school system coordinates Chapter 688 referrals. The SpEd Director identifies students who may need services after graduating, helps parents and students understand the Chapter 688 process, completes the referral package, and sends the referral to one of seven public human services agencies.

The seven human services agencies are:

Department of Mental Retardation (DMR)
Department of Mental Health (DMH)
Massachusetts Rehabilitation Commission (MRC)
Massachusetts Commission for the Blind (MCB)
Department of Public Health (DPH)
Department of Social Services (DSS)
Mass. Commission for the Deaf Hard of Hearing (MCDHH)

Teachers help prepare students for adult life. They can be a resource for parents by providing information on all aspects of transitional planning. They assist the SpEd Director by putting together a referral packet that contains the most current IEP, up-to-date evaluations, a student referral form to be signed by your child or by you as legal guardian, and other information that will help the human services agency get to know your child.

The **Liaison** is the human services agency representative responsible for bringing the transition team together to write the ITP. The 688 liaison contacts all the people who will be part of the plan - the schools, your family, public and private service providers.

Writing The Plan

After receiving the referral package from the SpEd Director, the 688 Liaison begins the formal transitional planning process.

What the 688 Liaison does:

- Open a case file and verify eligibility for Chapter 688 services.
- Discuss adult service options with the student, family, and the school.
- Call a meeting, within nine months of receiving the referral, to develop the ITP.
- Write the ITP.
- Submit the plan to the BTP at least six months prior to the end of special education services.
- Provide case management and service coordination until services identified in the ITP begin.

If possible, get to know your child's Chapter 688 Liaison. Ask the SpEd Director to invite the 688 Liaison to the last two IEP meetings. Every ITP meeting is unique. It may be held at the same time as an IEP meeting at the school. Or it may be held as a separate meeting at a human services agency. One or several agencies may be represented. One thing is common to all ITP meetings: This is the time for discussion. No final decisions have to be made. You will receive a copy of the plan to review before final approval.

Approving the Plan

The Bureau of Transitional Planning (BTP) monitors the entire transitional planning process. The Transitional Advisory Committee (TAC) assists the Bureau. People representing the heads of each human services agency, the Executive Office of Economic Affairs, and the Division of Special Education make up the TAC.

The TAC reviews each plan and makes recommendations, through the BTP, for approval by the Secretary of Human Services. The approved plan is sent to the student and family for acceptance or appeal within 30 days.

If the plan is not acceptable to you and your child, you may ask the Secretary of Human Services for reconsideration.

The steps of the appeal are:

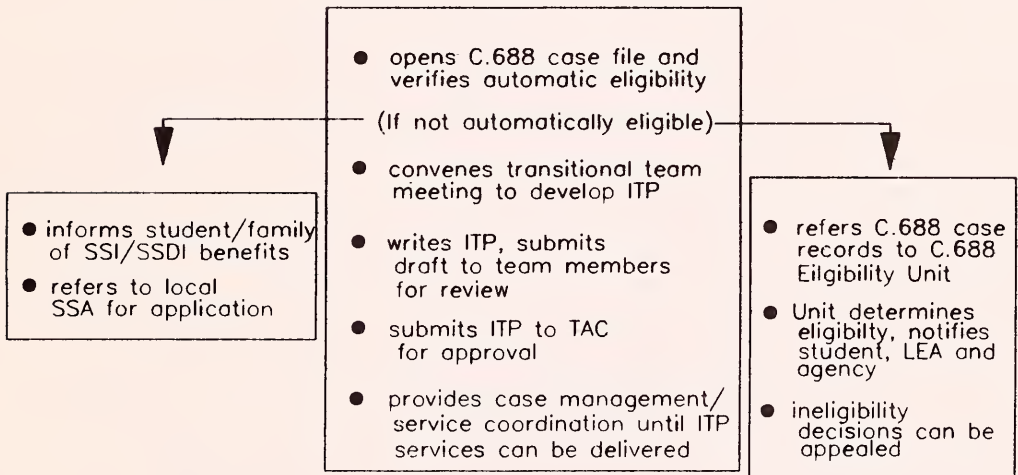
- Your child, or you as legal guardian, will sign the appeal form giving the reason for reconsideration.
- The BTP will notify the human services agency.
- The BTP will reconsider the facts under appeal and make recommendations to the Secretary of Human Services.
- The decision of the Secretary of Human Services is final.

HOW DOES CHAPTER 688 WORK ??

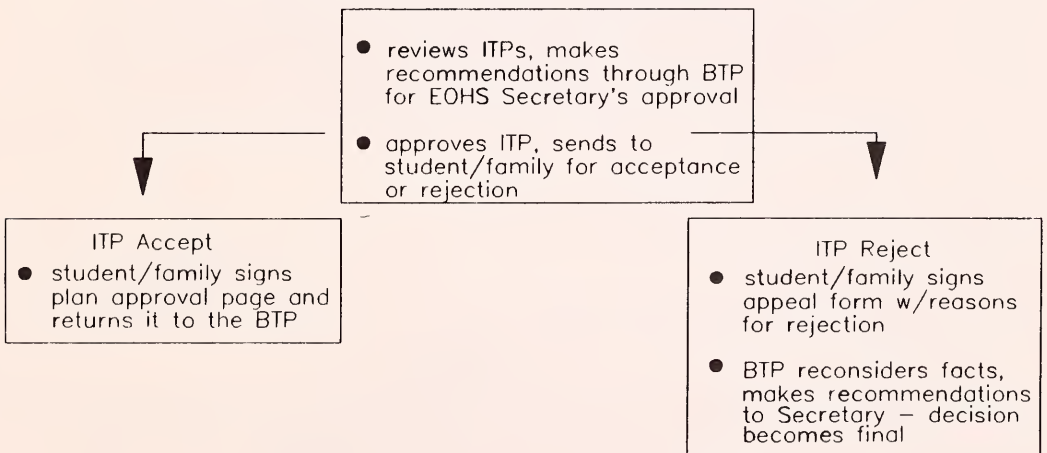
Local Education Agency (LEA)

- identifies students in need of continuing services
- informs student/family regarding C 688 through I.E.P
- completes C 688 referral form – makes formal referral

Human Service Agency



Transitional Advisory Committee (TAC)





The Commonwealth of Massachusetts

Executive Office of Human Services

One Ashburton Place, Room 1109
Boston, Massachusetts 02108

MICHAEL S. DUKAKIS
GOVERNOR
PHILIP W. JOHNSTON
SECRETARY

Form #1 12/89

Agency use
Date received _____

BUREAU OF TRANSITIONAL PLANNING CHAPTER 688 STUDENT REFERRAL FORM

I. STUDENT INFORMATION

- A. NAME: _____ Date: _____
(Last) (First) (Middle)
- B. ADDRESS: _____
(Street) (City) (State) (Zip)
- C. Type of home: Parent's: _____ Foster: _____ Group: _____
Residential School: _____ Funding Agency(if applicable): _____
- D. Telephone #: _____ E. Date of Birth: _____ F. Soc. Sec. #: _____
- G. Student currently receives SSI benefits? Yes _____ No _____ Applied _____
Date awarded: _____ Documentation attached: _____
- H. Anticipated Date of Special Education Termination: _____
- I. Current Education Placement: _____
(Name of Program or School)
- J. Chapter 766 Prototype: _____

II. TRANSITIONAL PLANNING INFORMATION

- A. Please enclose copies of all the most recent assessments that have been performed during the last Ch. 688 Team Evaluation or Re-evaluation.
- B. While recognizing the benefits of the Ch. 766 non-categorical system, the Bureau of Transitional Planning must have specific information to ensure all appropriate categorical adult human service agencies are involved in transitional planning. Please check all the area(s) below in which a student demonstrates serious functional limitation(s):

Vision: _____ Behavioral/Social/Emotional: _____ Hearing: _____
Communication: _____ Medical/Physical: _____ Cognition: _____
Other (Please Specify): _____

Please check if student is blind _____, visually impaired _____, deaf _____, hard of hearing _____,
or has had a traumatic head injury _____.

III. SCHOOL DISTRICT INFORMATION

- A. School District (LEA) _____ Lea Region _____
(Name of Director of Special Education) (Telephone #)
(Signature of Director of Special Education or Designee)
(Mailing Address of Director of Special Education)

(PLEASE TURN OVER AND COMPLETE OTHER SIDE)

(Page Two)

Form #1 12/89

III. School District Information (continued)

- B. Director of Special Education: Please review the guidelines for Ch. 688 referrals incorporated in the "Chapter 688 Guide to Transitional Planning for Local School Districts".

"Check One Box Only"

(one agency only)

☐ I am sending the C.688 student referral package to _____
(Agency) (Area Office)

I am also sending a copy of this referral form to the BTP, 1 Ashburton Place, Room 1109,
Executive Office of Human Services, Boston, MA 02108

☐ I am sending the Ch. 688 student referral package directly to the Bureau of
Transitional Planning to determine agency assignment. After reviewing the guidelines,
it is still unclear which would be the appropriate transitional agency.

IV. GENERAL AUTHORIZATION FOR RELEASE OF INFORMATION

I hereby authorize the release of all personal information concerning

(Print Student's Name)

contained in student records, including medical and educational evaluations, to the Bureau of
Transitional Planning at the Executive Office of Human Services and to any agencies within the
the Executive Office of Human Services or the Executive Office of Economic Affairs for the purposes
of eligibility determination and transitional planning under Ch. 688 of the acts of 1983.

I also authorize release of any other personal information concerning

(Print Students Name)
which is acquired during the transitional planning process by any state agency to any other state agency.

I understand that the information described above may be released to the following state agencies:
The Executive Office of Human Services, Massachusetts Rehabilitation Commission (including the
C.688 Eligibility Unit), Department of Mental Health, Department of Social Services, Department of Public
Health, Massachusetts Commission for the Deaf and Hard of Hearing, Department of Mental Retardation,
Department of Education, Executive Office of Economic Affairs, Department of Public Welfare
and the Massachusetts Commission for the Blind.

(Date)

(Signature of Student)

(Signature of Parent if Student is Under 18)

(Signature of court appointed Legal Guardian)
(if applicable)

I also understand that Chapter 688 is NOT a continuation of Chapter 766 (the Special Education law)
and is NOT a guarantee of adult services. Chapter 688 is a planning process which bridges
Special Education and Adult Human Services by developing an Individual Transitional Plan (ITP)
Services listed on the ITP may be contingent upon funding and program availability.

FORM #3
Page 1
1/90

Date of Expected Special Education Term: _____

ITP Date: _____

Client's Secondary Disability: _____

Address & Telephone#:

Agency or Affiliation

PLAN APPROVAL

I Accept the ITP:

(Signature of Client and/or Parent and Date)

I understand that Chapter 886 is NOT a continuation of Chapter 786 (the Special Education law) and is NOT a guarantee of adult services. Chapter 886 is a planning process which bridges Special Education and Adult Human Services by developing an ITP. Services listed on the ITP may be contingent upon funding and program availability.

BTP SERVICE CODE (all services)	Description of Service Need	Pending Availability of Funds, can Service be Provided If NO, see last page	YES NO	Responsible State Agency	Date Services are Needed	If Services to be Provided are Time-limited Please Specify

Client's Name: _____

When Services to be Provided differ from the described need, Please respond to the following points:

1. Document client's current residential/vocational status. (is client able to remain/return home?)
2. Will client remain at current program after age 22 with school/provider consent?
3. Describe interim/contingency plan to needed services.

Do residential and/or vocational models described on page 2 exist?
In your area/region?

Comments: (special considerations)

Key Points To Remember

- Set realistic goals for your child. Get involved in the school program to make sure it is preparing your child to meet those goals.
- Participate in IEP meetings. Join a parent support group. Get involved.
- Encourage independence, decision-making, and self-esteem at home, at school, on the job, and in the community.
- Sheltered workshops are no longer the only option. Many kinds of real work opportunities are available in the community. Support teachers' efforts to provide job training and placement before graduation.
- Pre-vocational, or "readiness," training will not prepare your child for work. Insist on community based training: real work for competitive pay in natural settings.
- Gather information about social security, medical insurance, guardianship, and estate planning. Start to get your child involved in community activities.
- If your child will need services after graduation, request a Chapter 688 referral from your local school system. This referral should be made at least two years before your child leaves special education or turns 22.
- Become familiar with the adult human services system. Make sure a transition team is gathered. The team should include you, your child, the SpEd Director, teachers, the 688 liaison, and adult service agency staff. Funding for services varies every year. Waiting lists are common. Start planning early.
- Get to know your local state legislators. Become familiar with the state budget process. Find out what advocacy groups are doing to maintain the human services system in Massachusetts.

4 HUMAN SERVICES GUIDE

Department of Mental Retardation

160 North Washington Street

Boston, MA 02114

Recognizing that the needs of people with mental retardation are different than those of people with mental illness, legislation was enacted to establish the Department of Mental Retardation (DMR) on July 1, 1987. The department currently provides services to approximately 18,000 individuals in seven state schools, 573 residential programs, and 190 day programs in communities.

Services for People with Mental Retardation

Staffed Apartments/Supervised Living Arrangements offer some supervision in activities of daily living and social/community access.

Intermediate Care Facilities (ICF) provide continuous supervision in small group settings for people who require medical and therapeutic management/intervention.

Day Programs train people in personal hygiene, social and prevocational skills.

Vocational Services provide training and employment programs ranging from social and prevocational training to supported and competitive employment.

Support Services provide help for families through case management, respite care, and specialized assistance at home.

State Residential Schools provide a range of individualized therapeutic, recreational, and vocational services in large group settings. They are: Belchertown, Dever (Taunton), Fernald (Waltham), Glavin (Shrewsbury), Hogan/Berry (Danvers), Monson (Palmer), and Wrentham.

For more information, call the area DMR office nearest your home, or call the Central Office in Boston at:

(617)727-5608 OR (617)727-9842 (TDD)

The Massachusetts Rehabilitation Commission

27-43 Wormwood Street
South Boston, MA 02210-1606

The Massachusetts Rehabilitation Commission (MRC) provides a variety of vocational, rehabilitation, and independent living services to address the needs of the Commonwealth's people with disabilities. Anyone who has a physical, mental, or emotional disability that interferes with his or her ability to work or participate in the community may be eligible for MRC vocational rehabilitation services. Clients of MRC work with a counselor to develop an individualized written rehabilitation plan.

Services for People with Disabilities

Counseling and Guidance	Supported Employment
Evaluation and Assessment	Homemaker Services
Extended Employment Program	Prosthetic Devices
Skill Training and Job Placement	Personal Care Assistance
Medical and Psychological Services	Supported Work
Physical and Mental Restoration Services	

The philosophy underlying all MRC programs is to encourage and enable clients to reach their optimum potential and become as independent and self-sufficient as possible.

Additional MRC programs:

Massachusetts Disability Determination Service determines eligibility for Social Security Income (SSI) and Social Security Disability Insurance (SSDI).

Statewide Head Injury Program (SHIP) provides assistance to severely disabled people who have sustained a traumatic, externally caused head injury.

Independent Living (IL) Program offers information, referral, advocacy, and case management services for severely disabled people who can benefit from independent living.

Extended Employment Program (EEP) provides work in an integrated work setting or a supervised work setting within a rehabilitation facility for severely disabled individuals.

To determine eligibility for MRC's vocational services or any of the other MRC programs, call the Central Office in Boston at:

(617)727-2183 OR (617)436-7225 (TDD)

The Massachusetts Commission for the Blind

88 Kingston Street
Boston, MA 02114

The Massachusetts Commission for the Blind (MCB) provides legally blind Massachusetts residents of all ages with financial and medical assistance as well as social, rehabilitative, and vocational services. Counselors at each of the six regional offices help clients and their families take advantage of a wide range of programs.

Services for People who are Legally Blind

Children's Services	Job Placement
Concession Program Services	Radio Reading Services
Independent Living Program	Social Services
Independent Travel Training	Talking Book Program
Industrial Workshops	Vocational Training
Services for the multi-handicapped, including deaf and blind	

For more information, call MCB at:

(617)727-5550 in Boston (800)392-6450 OR (800)392-6556(TDD)

Commission for the Deaf and Hard of Hearing

600 Washington Street, Suite 600
Boston, MA 02111

In recognition of the special communication and service needs of the deaf and hard of hearing persons, the Commission for the Deaf and Hard of Hearing (MCDHH) was established in 1986. The MCDHH offers statewide services to persons of all ages who are deaf and hard of hearing .

Services for People who are Deaf and Hard of Hearing

Specialized case management and cross-agency coordination services by bilingual case managers competent in American Sign Language and English.

Interpretation of individual communication access needs.

Advocacy, information, and referral.

Consultation on assistive technology.

Purchase of Interpreter services under certain conditions.

Independent living programs and services.

Interpreter referral.

Technical assistance to other state agencies.

For more information, call MCDHH at:

(617)727-5106 (voice/TDD) OR (800)882-1155 (voice/TDD)

Department of Mental Health

160 North Washington Street

Boston, MA 02114

As the oldest human services agency in the country, the Department of Mental Health has served people whose daily functioning is impaired by mental illness. Recent legislation split the agency into the Department of Mental Retardation (DMR) and the new Department of Mental Health (DMH). DMH now serves only people with mental illness. If a person with mental retardation also has a major mental illness and needs to be hospitalized because they are a danger to themselves or others have the right to services from a DMH facility. The department offers residential, day, and out-patient services. Programs are managed through a central office, six district offices, and 25 area offices.

Services for People with Mental Illness

Day Treatment offers structured five-day-a-week therapeutic environments where people receive medical, educational, social, and vocational rehabilitation.

Outpatient Counseling includes individual, group, and family treatment offered through DMH community mental health centers and private, non-profit agencies.

Inpatient Treatment offers acute crisis and long-term clinical treatment for people who require hospitalization. The seven DMH hospitals are: Danvers, Medfield, Metropolitan (Waltham), Northampton, Taunton, Westborough, and Worcester.

Adolescent Units provide specialized long-term and acute treatment for youth ages 14-19.

Gaebler Children's Unit serves children who are in need of intensive residential treatment up to age 16.

Bridgewater Treatment Center provides treatment for sexually dangerous men.

For more information call the DMH area office nearest your home or the Central Office in Boston at: (617)727-5600 OR (617)727-9842 (TDD)

Department of Social Services

150 Causeway Street
Boston, MA 02114

The goal of the Department of Social Services (DSS) is to support and strengthen family stability. DSS offers protective services to children who are reported at risk of abuse and neglect and also provides supportive services to families requesting assistance.

Services to Support Families and Children

Child Protective Services - DSS social workers are available 24 hours a day to receive and respond to reports of child abuse and neglect.

Supportive Services - Daycare, babysitting, homemaker, respite services, and help for homeless families.

Counseling Services - DSS offers family and adolescent mediation, family counseling, family planning, parent aide, and sexual abuse treatment services.

Adoption - The department handles adoption, subsidized adoption, and guardianship.

Substitute Care - Emergency shelter, foster care, specialized foster care (for special needs children and/or adolescents) and community residential placement are provided for eligible clients.

If you suspect abuse or neglect of a child, please call either the local DSS area office or the 24 hour child-at-risk hotline:

(800)792-5200

For information on DSS services, call the DSS area office listed in your local phone book, or the Central Office in Boston:

(617)727-0900 OR (800)632-8218

Department of Public Health

150 Tremont Street
Boston, MA 02108

The mandate of the Department of Public Health (DPH) is to maintain, protect, and improve the health and well-being of the people in Massachusetts. The agency realizes its goals through education, regulation of the state's health care system, and direct services.

Health Services

Education. The department conducts statewide public information programs to promote individual and community health. DPH focuses its educational efforts on the following areas:

AIDS and other communicable diseases	Hypertension
Women's health	Injury prevention
Alcoholism and drug abuse	Nutrition
Childhood lead poisoning	Prenatal care
Environmental toxicology	Smoking
Fitness	

Regulation. DPH plays an essential role in the monitoring and regulating of the Massachusetts health care system.

Division of Health Care Quality licenses and certifies all hospitals, nursing homes and other health care facilities. The division investigates situations of alleged patient abuse and maintains an advocacy office to deal with Medicare related problems.

Determination of Need ensures quality health care at the lowest responsible cost by evaluating proposals from health care facilities for expansion or the establishment of new services or equipment.

Direct Services. DPH also offers direct service programs to eligible clients.

Services for Handicapped Children provides case management, early intervention programs, multidisciplinary medical review, and clinical services to disabled children.

Maternal and Child Health offers preventative and primary health care to women, children, adolescents, and their families.

Dental Health Services operates dental clinics and provides dental care to eligible clients.

Services for the Homeless provides out-patient and in-patient medical services at the Shattuck Shelter Unit of the Shattuck Hospital.

Drug Rehabilitation Programs offer detoxification, methadone maintenance and drug prevention services, residential treatment, halfway house, and out-patient programs.

Fifty-five Hospitals, funded by DPH, offer primary care for low-income and uninsured people statewide.

Seven Public Health Hospitals provide a broad range of clinical services to patients throughout the state. They are:

Cushing Hospital

Massachusetts Hospital School

Lakeville Hospital

Rutland Heights Hospital

Tewksbury Hospital

Lemuel Shattuck Hospital

Western Massachusetts Hospital

For information regarding these and other services, call the Office of Public Information and Health Education at the Department of Public Health Central Office in Boston at:

(617)727-0049 OR (617)727-2682 (TDD)

Department of Public Welfare

600 Washington Street
Boston, MA

The Department of Public Welfare (DPW) provides income assistance and services to qualifying individuals and families of the Commonwealth. People in need of assistance can apply for grant programs, health care plans, or other services. DPW looks closely at income, assets, and expenses to determine eligibility.

Services to People in Need of Income Assistance

Grant Programs. Cash grant programs help with day-to-day living costs such as rent, heat, clothing, and household goods:

- Aid to Families with Dependent Children (AFDC)
- Emergency Assistance (EA) and Emergency Relief (ER)
- Food Stamps (FS)
- General Relief (GR)

Employment Training Choices (ET). DPW offers the ET Program to help welfare recipients join the workforce. Those who participate benefit from education, training, job placement services, career planning, daycare, and transportation.

Medicaid. The Welfare Department administers Medicaid in Massachusetts. Medicaid covers the full cost of specified medical expenses.

Project Good Health is a preventive health care program for children on Medicaid.

Health Choices offers Medicaid clients a chance to enroll in coordinated health care and private insurance programs.

The Homeless Unit helps families that receive AFDC and are without a place to live locate a temporary shelter.

To apply for any of these programs, contact your local welfare office or call the DPW Clients Services Hotline:

(617)574-0450 OR (800)841-2900 OR (800)882-1223 (TDD)

5 RESOURCES

State Agency Services

Bureau of Transitional Planning (BTP). The BTP oversees the Chapter 688 process and coordinates statewide transitional planning services under the direction of the Secretary of Human Services.

Bureau of Transitional Planning
Executive Office of Human Services
1 Ashburton Place, Room 1109
Boston, MA 02108
(617)727-7600

Department of Education

Division of Special Education. The "Division," an office of the Department of Education, oversees Chapter 766 and coordinates special education services. In addition to the central office in Quincy, Division staff work in four Regional Education Centers.

Central Office:

Department of Education (DOE)
Division of Special Education
1385 Hancock Street
Quincy, MA 02169
(617)770-7468

Regional Centers:

Northeast (508)689-0164
Southeast (508)947-1231
Central (508)835-6267
Western (413)594-8511

Parent Advisory Council (PAC). Each school district with a special education program must establish a PAC for parents of students with special needs and other interested parties. PAC meetings offer parents a chance to share information and resources. A PAC may also be involved in program planning and evaluation, as well as in reviewing the school committee's annual program plan. Contact Roberta Guillerm at the Department of Education, (617)770-7431, for PAC guidelines.

Regional Advisory Council (RAC). Each education region has a RAC with 16 or more members, at least half of whom are parents of children enrolled in special education programs. RACs sponsor information sessions, hear complaints and suggestions from interested parties, and write an annual report to the State Advisory Council on the quality and the adequacy of all special education programs in the region.

State Advisory Council (SAC). Membership in the SAC includes parents and members from each RAC and representatives of various state human services agencies. SAC comments publicly on the Annual State Plan (compiled from the six RAC annual reports), advises on unmet needs for special education, and assists DOE in reporting on the federal special education provision (P.L. 94-142).

Governor's Commission on Employment of People with Disabilities. The Commission offers vocational education resources for parents and runs a cross-agency school-to-work transition committee. Contact Maureen Byrne for information at:

Governor's Commission on Employment of People
with Disabilities
Charles F. Hurley Building
19 Staniford Street, Fourth Floor
Boston, MA 02114
(617)727-1826

Massachusetts Developmental Disabilities Council (MDDC). The Council is a planning and advocacy group, involved in many projects for people of all ages with developmental disabilities. A "Directory of Family Support Groups" is available from the Council to help parents locate support groups in their community.

Massachusetts Developmental Disabilities Council
600 Washington Street, Sixth Floor
Boston, MA 02114
(617)727-6374

Massachusetts Disabled Persons Protection Commission. The Commission investigates reports of abuse or neglect of any person, 18 to 59-years-old, with disabilities. All reports of suspected abuse or neglect should go to the Commission's hotline: (800)426-9009.

Massachusetts Disabled Persons Protection
Commission
2 Boylston Street, Second Floor
Boston, MA 02116
(617)727-6465 (administrative office)

Office For Children (OFC). OFC coordinates, monitors, evaluates, and promotes delivery of public and private services to children, especially children with special needs. Each area office has an advocate who provides information and referral. OFC's legal office publishes a monthly newsletter called Special Education News.

Office For Children
150 Causeway Street, Room 806
Boston, MA 02116
(617)727-8900

Social Security Administration (SSA). SSA offers general information about Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI). Call for a listing of the office nearest you. A *Summary Guide to Social Security and Supplemental Security Income Benefits for the Disabled and Blind*, known as the "Red Book," is available from this office.

Social Security Administration
Thomas P. O'Neill, Jr. Federal Building
10 Causeway Street
Boston, MA 02116
(800)234-5772
(800)325-0778 (TDD)

State Office of Handicapped Affairs (OHA). OHA reviews state and local programs and works to revise or create new legislation. The Client Services Unit assists people with a variety of disability related issues. The Client Assistance Program (CAP) assists people to obtain services funded under the federal Vocational Rehabilitation Act.

State Office of Handicapped Affairs
1 Ashburton Place, Room 303
Boston, MA 02108
(617)727-7440
(800)322-2020 (TDD)

Information and Referral Services

The Federation For Children With Special Needs. The Federation provides information, referral, advocacy, and support groups on a variety of special needs issues. The Statewide Parent Information Network (SPIN) provides training on Chapter 766 and the Individual Education Plan (IEP) process. Collaboration Among Parents and Health Professionals (CAPP) provides insurance and medical information for children with medical disabilities. Many good resources are available through the Federation, including Newsline, a monthly newsletter, and *Preparing For Life: A Manual for Parents*.

The Federation For Children With Special Needs
95 Berkley Street
Boston, MA 02116
(617)482-2915
(413)562-3691 (Western Mass. line)

Information Center for Individuals With Disabilities (ICID). ICID provides information and referral on all disabilities. A data-base lists programs, services, and resources available throughout the New England area. Together - News for the Rehabilitation Community is published monthly.

Information Center for Individuals with Disabilities
42 Wormwood Street, First Floor
South Boston, MA 02210
(617)727-5540
(800)462-5015 (TTY)

New England INDEX. The INDEX provides a "Physicians Registry" which lists doctors and consultants who serve persons with developmental disabilities. It also lists demonstration projects across New England. Call for listings, free of charge.

New England INDEX
The Shriver Center
200 Trapelo Road
Waltham, MA 02254
617)642-0248

Advocacy Services

Turning 22 Coalition. The Coalition is a citizens advocacy group actively working to secure funding for people with disabilities who are turning 22. It lobbies members of the legislature on behalf of young adults with severe disabilities. All severe disabilities are represented in the Coalition of parents and advocacy groups. The Coalition organizes parents and interested persons in every legislative district in the state. Staff are available, on a limited basis, for individual assistance and public speaking.

The Turning 22 Coalition
42 Fletcher Road
Bedford, MA 01730
(617)397-9411

Mass Advocacy Center. The Center provides advocacy for children needing education related services. For more information call Julie Landau.

Mass. Advocacy Center
76 Summer Street
Boston, MA 02116
(617)357-8431

Mass Coalition of Citizens with Disabilities (MCCD). MCCD provides advocacy, information, and referral for persons of all ages with any disability.

Mass. Coalition of Citizens with Disabilities
80 Boylston Street, Room 355
Boston, MA 02116
(617)482-1336

Parent-To-Parent Network. This national organization provides support to children with handicaps by training parents to provide support to new parents of a disabled child.

c/o Association for Retarded Citizens
Boston: (617)266-4520
North Shore: (508)745-7767
South Shore: (617)335-3023

Legal Services

Boston College
Legal Assistance Bureau
24 Lexington Street
Waltham, MA 02154
(617)893-4793

Corporate Guardianship
Project
Greater Boston ARC
1249 Boylston Street
Boston, MA 02215
(617)266-4520

Mass. Advocacy Center
76 Summer Street
Boston, MA 02116
(617)357-8431

Mental Health
Legal Advisors
11 Beacon Street
Boston, MA 02108
(617)723-9130

Boston University
Legal Aid Program
65 Essex Street
Boston, MA 02111
(617)357-5757 ext. 4999

Mass. Bar Association
Lawyer Referral Service
One Center Plaza
Boston, MA 02108
(617)523-0595
(800)392-6164

Disabilities Law Center
11 Beacon Street, Suite 925
Boston, MA 02108
(617)723-8455

Legal Advocacy and
Resource Center (LARC)
14 Beacon Street
Boston, MA 02108
(617)742-7179

Disability Specific Services and Support Groups

Autism Society of America
P.O. Box 2608
Taunton, MA 02780
(617)423-3838

Deaf and Hard of Hearing
Mass. Parents Association
Jean Abrons
P.O. Box 303
Boston, MA 02101
(617)861-8098

Cornelia DeLange Syndrome
60 Dyer Avenue
Collinsville, CT 06022
(800)223-8355

Learning Disabilities
Association of Massachusetts
P.O. Box 28
West Newton, MA 02165
(617)891-5009 (Tues & Thurs)

Massachusetts Head
Injury Association
Denholm Building
484 Main Street #325
Worcester, MA 01608
(508)795-0244

Massachusetts Down Syndrome
Congress
P.O. Box 525
Accord Station
Hingham, MA 02018
(508)749-1935

The Springboard
P.O. Box 1342
West Concord, MA 02174
(508)369-1352
Educational, vocational,
social, recreational, and
support services for young
adults with learning
disabilities.

Attention Deficit Disorder
(ADD) Support Group
Judy Mitchell
47 Kristen Road
Plymouth, MA 02360
(508)462-0495
Parent support groups in
Southeastern Massachusetts.

Children with Attention
Deficit Disorders (CHADD)
Sandy Thomas
50 Crescent Street
Greenfield, MA 01301
(413)773-3486
Parent support groups
in Western Massachusetts

Massachusetts Project
with Industry
20 Park Plaza, Room 605
Boston, MA 02116
(617)542-1799 (TTY & voice)
The project provides job
placement and adaptation
services for people with
physical disabilities.

Prader Willi Syndrome
Association of New England
Amanda Cavanaugh
23 Oregon Road
Ashland, MA 01721

Tuberous Sclerosis Association
P.O. Box 1305
Middleboro, MA 02346
(617)947-8893
(800)446-1211

Massachusetts Spina Bifida
Association, Inc.
Maureen Gallaher
116 Stevens Road
Needham, MA 02192

United Cerebral Palsy Association
71 Arsenal Street
Watertown, MA 02172
(617)926-5480

American Federation
for the Blind
5 West 16th Street
New York, NY 10011

Vision Foundation, Inc.
818 Mt. Auburn Street
Watertown, MA 02172
(617)926-4232
(800)852-3029

Massachusetts Coalition of
Parents for the Deaf, Blind
and Multi-Handicapped
Delma Boyce
33A Flete Road
Bedford, MA 02178
(617)489-5789

New England Parents
Association for Visually
Impaired Children and Adults
Joan Schaub
35 Appleton Street
Boston, MA 02116
(617)542-0365

Boston Center for
Independent Living (BCIL)
50 New Edgerly Road
Boston, MA 02115
(617)536-2187
BCIL provides training,
advocacy, transitional &
housing services for persons
with severe mobility problems.

The Association for Persons
with Severe Handicaps (TASH)
Massachusetts Committee of the
New England Chapter
P.O. Box 491
Wenham, MA 01984
(508)468-1484

Association for Retarded Citizens (ARC)/Massachusetts
217 South Street
Waltham, MA 02154
(617)891-6270

Local ARCs provide information and support for people with
mental retardation and/or developmental disabilities and
their families. ARC/Massachusetts advocates on a statewide
basis for legislative, policy, and budgetary reforms. ARC
publishes local and statewide newsletters.

6 GLOSSARY

Advocacy is support given to a person or a cause. Chapter Five lists several agencies which assist parents and families by providing information on how to get services. An advocate is a person who works to get services for a person or group of people.

Case Manager, or Service Coordinator, is the human services professional responsible for helping a person with disabilities plan for needed services.

Entitlement means a guarantee that all needed services will be received. Unlike Chapter 766, which entitles all children to a free and appropriate education, Chapter 688 is not an entitlement. Chapter 688 guarantees a plan for transitional services. Delivery of those services depends on the annual state budget.

Individual Education Plan (IEP) documents actual services to be received by children ages 3 to 22 in special education programs.

Individual Transition Plan (ITP) documents ideal services which could best help young adults moving from the special education system into the adult human services system.

Individual Service Plan (ISP) documents a range of services to be received by adults accepted for services in the human services system.

Individual Written Rehabilitation Plan (IWRP) documents work related services to be received by adults served by the Massachusetts Rehabilitation Commission and the Massachusetts Commission for the Blind.

Provider Agency, or Vendor, is any private agency which offers residential, vocational, and/or support services which are purchased by human services agencies of the Commonwealth.

Vocational Services are the many kinds of work and work-related training programs available to people with disabilities. To compare services, keep the following terms in mind.

Work Site. The rehabilitation facility, or school, or community setting where vocational training takes place.

- Facility-based/school-based training, also called sheltered employment, may take place in:
 - Classroom
 - Workshop
 - In-house work-site (library, cafeteria, office, utility area).
- Community-based training, sometimes called competitive employment, can be:
 - On-the-job training (individual or group)
 - Enclave (a work team, usually industrial setting)
 - Mobile work crew (team sent to several sites).

Work Setting. The work and social environment.

- Integrated - a real job setting in a local community.
- Segregated - an isolated workshop, or work area, of all disabled workers.

Work. "Real" work means being paid for a job that another employee would ordinarily be paid to do.

- Competitive employment is a regular job in a real work setting paying at least minimum wage.
- Supported employment is competitive employment with support and follow-up.
- Supported work is competitive employment with on-the-job training and time-limited support/follow-up.
- Sheltered work is employment in a supervised workshop doing sub-contract benchwork at piece rate pay. It's usually packaging, mass mailing, or assembly work. Piece rate pay depends on the speed of work.

Pre-vocational work. Also called readiness training, this is simulated or make-work tasks. Trainees practice fine motor skills, usually in the classroom or during down-time in a workshop.

Pay.

- Unpaid work may be performed by people with no experience, on a trial basis.
- Minimum wage (currently \$3.75 an hour).
- Paid work:

Piece rate - based on number of items completed;

Prevailing wage - hourly pay at the "going rate" for the area.

At least minimum wage.

Extended Employment Program (EEP). A supportive, sheltered work program of the Massachusetts Rehabilitation Commission, EEP provides supervised work in workshop and off-site settings. It also provides off-site training for persons with at least a 25 percent performance rate.

Transitional Employment Program (TEP). An integrated work program of MRC, TEP emphasizes job readiness, job placement, and peer support to maintain employment.

Day Activity services provide training in daily living, social, and language skills. Pre-vocational training may be provided.

Work Activity services provide pre-vocational or vocational training to help develop work skills.

Day Habilitation programs provide non-work, medically oriented therapy to help people with disabilities stay in training activities. Federally funded by Medicaid.

7 PUBLICATIONS

Association for Retarded Citizens (ARC) of the U.S.ARC/US provides extensive information on a variety of services for persons with mental retardation and/or developmental disabilities. Write for a list of publications.

ARC/US
2501 Avenue J
Arlington, Texas 76011
(817)640-0204.

Closer Look. Closer Look provides free information on request regarding special services for children and youth with handicaps.

Closer Look
Box 1492
Washington, DC 20013

Department of Education. The Massachusetts Department of Education publishes two pamphlets of important information on Chapter 766. They are:

Chapter 766 Regulations. Publ #30M-9-86-811561
*A Guide to Chapter 766 Special Education Services for
Children and Youth.* Publ #10M-11/87-8145541

Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Disability and the Family: A Guide to Decisions for Adulthood. A. Rutherford Turnbull, et al.; Paul H. Brookes Publishing Company, Baltimore, MD 21285-9945; 1989.

Easy to use guide to answer questions concerning the future needs of a family member with a disability.

An Easy Guide for Caring Parents: Sexuality and Socialization. Lynn McKee and Virginia Blacklidge; Research Press, Prairie Village, KS; 1981.

Provides a comprehensive overview for parents to help them guide their teenagers towards greater responsibility sexually and socially.

Effective Transition for School to Work and Adult Services: A Procedural Handbook for Parents and Teachers. Specialized Training Program, College of Education, University of Oregon, Eugene, OR 97403.

Estate Planning for Parents of Persons with Disabilities. Disabilities Law Center, Center for Law and Health Services, Boston University School of Law, 11 Beacon Street Suite 925, Boston, MA 02108. (617)723-8455.

The Exceptional Parent: Parenting Your Disabled Child. 605 Commonwealth Avenue, Boston, MA 02215-9942. One year subscription (8 issues) for \$16.

Getting Employed, Staying Employed: Job Development and Training for Persons with Severe Handicaps. C. McLaughlin, J. Bradley Garner, and Michael Callahan; Paul H. Brookes Publishing Company, Baltimore, MD 21285-0624; 1987.

A Guide to Family Services. Massachusetts Department of Mental Retardation; 1989. (617)727-5608 or your local service center.

A Handbook on Guardianship, Conservatorship, and Other Options. ARC/Mass, Mental Health Legal Advisors Committee, 11 Beacon Street, Suite 925, Boston, MA 02108. \$1.50.

How to Provide for Their Future. ARC/US, P.O. Box 6109, Arlington, TX 76011.

Suggestions for parents and guardians concerned with providing lifetime protection for a child with developmental disabilities. \$8.

The Human Policy Press. Offers many excellent resources for parents on a variety of educational, vocational, and recreational issues. Write for a list of publications and videos.

The Human Policy Press
P.O. Box 127
University Station
Syracuse, NY 13210

Human Services Yellow Pages of Greater Boston. P.O. Box 106, West Somerville, MA 02144. (617)426-2424. Also in bookstores.

Lawmaking in Massachusetts. State House Bookstore, The Statehouse, Room 116, Boston, MA 02133 (617)727-2834.

Massachusetts Rehabilitation Commission (MRC) Library. Extensive collection of books and journals on supported work, rehabilitation, transition to work issues. Publishes bi-monthly newsletter and acquisitions list. \$8/year photocopy fee. MRC Library, 27-43 Wormwood Street, 1st Floor, Boston, MA 02210 (617)727-1140 (voice/TDD).

Opportunity Knocking: The Story of Supported Employment. Pacer Center, Inc., 4826 Chicago Avenue South, Minneapolis, MN 55417. (612)827-2966.

Other parent training and advocacy materials are also available from Pacer. Call or write for a catalog of publications.

Strategies: A Practical Guide For Dealing with Professionals and Human Service Systems. Craig V. Shields; Paul H. Brookes Publishing Company, Baltimore, MD 21285-9945; 1987. \$16.

Parent advocacy handbook and practical resource manual.

The Association for Persons with Severe Handicaps (TASH) TASH sponsors conferences, publishes a journal (JASH) and a newsletter, and provides technical assistance to parents. Write for a list of publications and local TASH chapters.

TASH/International
7010 Roosevelt Way, N.E.
Seattle, WA 98115 (206)523-8446

Transition From School to Work: New Challenges for Youth with Severe Disabilities. Paul Wehman, Sherril Moon, Jane M. Everson, Wendy Wood, J. Michael Barcus; Paul H. Brookes Publishing Company, Baltimore, MD 21285-0624; 1988.

Unraveling the Special Education Maze. Barbara Coyne Cutler; University Press, Chicago, IL; 1981.

Advice and information on advocacy for children with special needs.

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